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ABSTRACT

When the New Zealand Qualifications Authority began designing the National Qualifications Framework, it was discovered that the modular studies program in Tikipunga High School was a model of the type of preparation needed to implement the framework. Characteristics of the Tikipunga modular studies program are as follows: (1) a 6-week semester for each area of learning; (2) precise learning outcomes for each module; (3) criterion-referenced assessment; (4) assessment of student performance shared with the student after each module; (5) mastery learning where appropriate; (6) content overlaps and gaps identified and resolved; and (7) students working at their own learning level rather than at their age level. Six issues critical to changing to modular studies were identified: leadership and coordination, teacher participation, assessment procedures, guidance structure, staff development, and support of the wider community. High schools can change to modular studies by following six steps used at Tikipunga: calling a general meeting, establishing a work group, deciding to make the change, establishing a committee to work out the details of the change, establishing groups to implement parts of the program process, and conducting a formal evaluation. The Tikipunga experience demonstrates the following advantages of the modular studies approach: reexamination of educational philosophy; a learner-focused approach; a flexible timetable; shortening of the working and learning span; clearly stated learning outcomes; a well-developed system of pretesting that enables students to receive examination credit for a module or take a preparatory module; informative assessment; changes in disciplines and subject boundaries; increased teacher awareness, participation, and motivation; and staff teaching to their own strengths. (Four appendices provide a form for module selection, a timetable of module offerings in 1991, three case histories of module selection, and a flowchart for an evaluation process.) (CML)

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DEVELOPING A

QUALIFICATIONS FRAMEWORK

FOR NEW ZEALAND

THE TIKIPUNGA EXPERIENCE

A Case Study in Modular Learning

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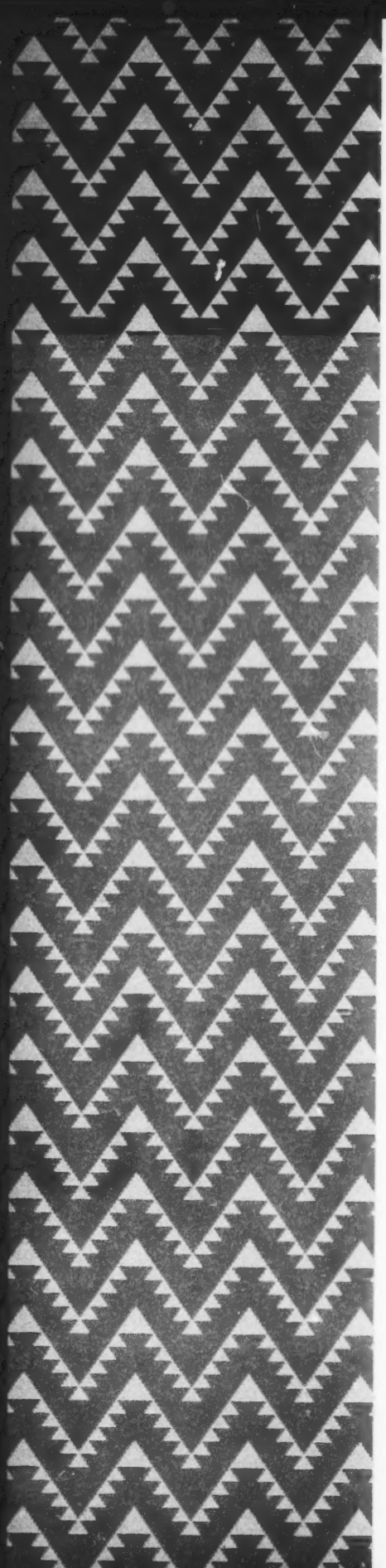

The New Zealand Qualifications Authority will promote improvement in the quality of education and training in New Zealand through the development and maintenance of a comprehensive, accessible and flexible National Qualifications Framework.

The Authority's main functions are to:

- coordinate all qualifications in post-compulsory education and training (from upper secondary to degree level) so they have a purpose and relationship to one another that the public and students can understand
- set and regularly review standards as they relate to qualifications
- ensure New Zealand qualifications are recognised overseas and overseas qualifications are recognised in New Zealand
- administer national examinations, both secondary and tertiary.

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August 1992

THE TIKIPUNGA EXPERIENCE

A New Zealand Secondary School Adopts Modular Studies

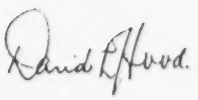
FOREWORD

Almost as soon as it came into existence in 1990 the New Zealand Qualifications Authority became aware that a school in Whangarei was becoming recognised as a leader in the provision of modular learning. A visit confirmed that Tikipunga High School was saying and doing locally much of what the Authority wanted to say and do nationally through the National Qualifications Framework.

The Tikipunga achievement and the National Qualifications Framework concept are similar but not the same. A nation-wide system, the Framework relates to post-compulsory learning only and will involve the accumulation of validated credits. Credit will be won by achieving the measurable learning outcomes of each unit of learning. The Tikipunga experience is a local one - it was designed to satisfy local needs within existing assessment and qualifications systems. It does, however, provide one model for any school wishing to prepare for the Framework. Many other schools are using what they learn at Tikipunga to introduce flexible, shorter courses and to broaden the curriculum and satisfy the needs of those students who are now staying on longer at school.

Such changes are part of the wide re-examination of learning and assessment which has been taking place over the past few years. *The Tikipunga Experience* is part of a booklet series designed to aid this process of re-examination. The series began with *Programme Planning*, published by the Ministry of Education. The New Zealand Qualifications Authority is working with the Ministry to articulate the development of the National Curriculum with that of the National Qualifications Framework.

The Authority has been happy to work with Tikipunga High School principal Edna Tait and her staff, as we have learned from each other. So I am delighted to make available to all New Zealand schools the experience and recommendations of Tikipunga High School.

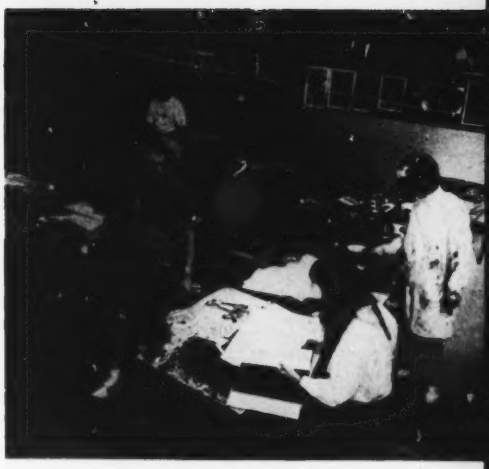


David Hood

Chief Executive Officer

New Zealand Qualifications Authority

INTRODUCTION



Why introduce modular studies? Tikipunga's answer to that question reflects the school's dedication to a clear philosophy - that no learner will leave the school without a record of demonstrated skills and without wishing to continue learning. The school believes that the modules and systems that have been created implement that philosophy.

In Tikipunga High School modular studies means:

- a six-week learning semester for each area of learning
- precise learning outcomes for each module
- criterion-referenced assessment
- an assessment statement for each module given to the student at the end of each module
- mastery learning where appropriate
- content overlaps and gaps identified and resolved
- students working at their own learning level rather than their chronological level.

The School

Tikipunga High School is situated on the north-eastern side of Whangarei. One of the first S68 school designs, it is now in its twenty-first year. Coeducational, it had a role on 1 March 1992 of 948 students. From the beginning of 1992 the school included Forms 1 and 2 students. The composition of the senior school for 1992 was: Form 5 - 164, Form 6 - 151 and Form 7 - 95.

Included in these figures are 31 adult students. Forty-eight percent of the school's roll is comprised of New Zealand Maori, and on the Elley-Irving Occupation Scale 78.3% of its families fall into the lowest occupation of benefit-income category. As well as students from the city a number join at Form 3 level from a rural primary school. A good number of professional families in the city have always brought their children to the school and each year there have been an increasing number of students joining the senior school for the first time. During its twenty-one years, extra facilities have been added which include a larger than usual auditorium, a full sit-down student cafeteria, a four-car garage for vehicle maintenance, a horticulture complex, a media studies suite, a learning and catch-up two-roomed addition to the library, a fitness centre, a double unit for students with intellectual and physical disabilities and an attached unit for students who are not able to be placed in any other school. Some of the original classrooms have been converted for specialist use such as computers and a Maori studies suite.

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The Development of Modular Studies

For the benefit of students the staff at Tikipunga High School have always been willing to try new ideas, to take controlled risks and to live with the inevitable hiccups and change. Some of these initiatives include a student centre to look after student needs, a six-person corporate management system with vertical staff committees in each of the portfolios and a non-violence policy. The school was a pilot for the health syllabus and staff moved quickly into transition, initially in the senior school and then across the whole school. It was in this spirit that the staff accepted the extra work-load involved in establishing a modular studies curriculum.

Four years ago a review day, - attended by Board members, parents, community representatives and staff, - was held covering the curriculum, buildings, uniform, and in fact all aspects of the school. A number of changes resulted from the day. One of these concerned the transition course. With more senior students returning to school it became apparent that one transition course was insufficient to meet the needs of those who could not cope with traditional "academic" Sixth Form courses. Recognising the transition concept was important for all students, the meeting accepted that action was needed.

A working party was established and a three-day course held. The working party started by identifying what students might need for the future. The list included skills and experience for job-search, entrepreneurship, leisure activity, in fact a wide range of skills necessary for living in a modern society. While the existing transition course covered most of these skills and understandings, it seemed that a year long course was not the best way to provide them. The development of six-week life skills modules was suggested as a replacement. The format for planning a module was outlined and examples of assessment certificates were made available. The staff accepted the working party's proposals. Thereupon interested staff members worked on modules in their own areas of expertise. Year long "academic" subjects were looked at and where practicable and where staff were willing these were arranged in modules. This gave students more opportunity to pick and choose those modules that interested them. The assessment certificate of each module was designed by the teacher concerned, in line with the objectives of the module and the specific standards required. Each student received a copy of the senior modular studies book outlining the options to take home before making choices for 1990.

At the end of 1990, staff assessment of the new approach was positive and it was agreed to continue and expand the approach for 1991 so that the

modular system was extended from senior school to all form levels. A second working party was formed and a programme to cover the whole school was developed. Forms 3 and 4 were given six semesters, and Forms 5, 6 and 7 five. By aligning the junior and senior levels the school has been able to extend the multi-level, multi-grade learning opportunities started in 1990. With the new approach has come a more efficient use of human and material resources while the more flexible funding of Tomorrow's Schools has ensured that the school was able to concentrate on student learning rather than on its teaching subjects.

As part of the preparation it was agreed at the end of 1990 to send two senior staff to Darwin to look at a fully modularised school. They spent a week there examining all aspects. There were two things in particular which impressed them and which they brought back. The first was a computerised reporting system and the second was the need for a more comprehensive guidance system. (There is more about these two systems later).

Interest in these developments led the New Zealand Qualification's Authority to enter into an agreement with the school to help with and monitor module writing and assessment. This arrangement proved advantageous to both parties. The Authority was proposing and analysing public reaction to a National Qualifications Framework and beginning to set up the National Certificate. It was possible therefore to see what one school was putting in place, any problems associated with implementation and how it fitted into national developments.

The Authority gave the school permission to offer Sixth Form Certificate grades for students who had completed five approved modules. This approval could be credited over two years. Throughout 1991 the Authority kept in close communication, evaluating progress and supplying support, surveying student and staff opinion on what was being undertaken and where possible facilitating extra time for staff to write modules.

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MAKING THE CHANGE

Six issues were identified as critical to making a successful change. These were:

- leadership and coordination
- teacher participation
- assessment procedures
- a changed guidance structure
- staff development
- support of the wider community

Leadership and Coordination

The school felt it was necessary to identify one person on the staff to lead such a dramatic change and to ensure continuity, consistency of approach and that nothing fell between the cracks. The person identified was Head of Mathematics, Senior Dean in the school and a senior member of the corporate management team. She was selected for her organisational ability and high standing amongst teachers. She was given extra time to carry out the extra tasks. As it developed, such a person was also needed because the great interest from other schools and bodies meant that presentation of the modular experience became part of the task. She, the timetabler, and the principal have been kept very busy during 1991 and 1992 addressing meetings, running workshops out of school, visiting other schools and working with teachers from other schools visiting Tikipunga to learn about the system.

Teacher Participation

The change did place a greater burden upon teachers, especially at the initial stages. The school has always used a "papal electoral system" of decision-making. When something has to be planned volunteers are relieved from teaching and other responsibilities and given a room. They stay there until the white smoke goes up and they have something to report back to all staff. This has proved a very efficient system for introducing modular studies. It has helped staff identify which learning areas could be condensed because they are being taught in more than one level or subject.

Initially, some staff were reluctant or could not see how modules could apply to their particular subject area. But after a year's experience they became committed to the approach. They have found that by teaching in a

module system they have had to focus on the particular learning outcomes they want. As a result they are teaching better because they are thinking more carefully about their work and planning it more precisely. Because they have had to re-examine what they are doing in the classroom and why, they have found that they can eliminate some of the things that are inappropriate or irrelevant. They say that they enjoy writing the module type of assessment as it is more relevant and that they would much rather give students statements which reflect what they have achieved.

Of course, smaller departments have a greater burden writing their modules because there is only one staff member with the expertise. However, because they were given the time, and because it was not expected to be done until the beginning of 1992, they all met the deadline. While the workloads caused some teachers to feel stressed most, because of the progress they made, found they coped. As well, because some modules are repeated over and over again through the year, once the criteria were established and the worksheets planned, the workload for that particular module was reduced.

Just as the students have free choice of what they want to learn, so the staff have free choice of the modules which they would like to teach. The system is in fact driven by the students and staff themselves.

The school is often asked about the motivation of reluctant staff. The answer has always been that staff should not be made to do things that they initially do not want to do. But what has happened in practice is that staff who were nervous or reluctant have seen the benefits of being able to offer a high-interest module to a group of highly interested and motivated students, and they have joined the system.

Assessment Procedures

The switch to modules meant changes were necessary in assessment procedures. Staff have streamlined reporting back. In the beginning the system was unwieldy and there were fears assessment would dominate the teaching in the module. However, the purchase of a computer programme, custom-designed for the school, removed that concern. The school now issues computer-generated reports. The staff merely enter the number that indicates the level of achievement for each learning outcome on a sheet beside the student's name and that sheet is given to the office where a computer operator enters it into the computer programme. When all the results are in for each set of modules for each student for that semester, the assessments are printed. These records are kept on computer disks and so can be held for some time into the future. This system

enables the school to monitor students' module selection, ensuring that those needed as credit for further modules are covered and that students with special skills and abilities are guided towards appropriate modules. The school will also be able to demonstrate to anyone who is interested the overall intellectual and other learning abilities of each student during their time at Tikipunga High School.

Changes in Guidance - A Student Advisory Council

Before modularisation Tikipunga High School had the traditional guidance approach. This tended to concentrate mainly upon the social and emotional development of students, with Deans assisting students in their course choices and with a separate careers adviser and a separate guidance counsellor.

The decision to establish a Student Advisory Council arose partly as a result of the Darwin visit. The Council is responsible for ensuring that the continuing emotional and social development needs of students are met and that career advice and special-problems counselling is available. As well the Council ensures that:

- students choose programmes of work which are appropriate for possible future careers and for external exams
- where remedial or catch-up learning is required, the appropriate modules are taken
- students do not slip through the system by choosing only easy modules
- challenging modules are taken by those who need extending.

The Council also monitors closely, (every six-weeks) the attendance and achievement of each student, using the computerised students' profiles and making sure that students at risk of under-achievement or absenteeism or other problems, are identified and counselled. Follow-up action is immediate.

The Council includes the Principal's Associates with the portfolios of Student Welfare and Guidance and of Curriculum and Assessment, the Guidance Counsellor and the Careers Advisor. Homeroom teachers are the first step in the work of the Council. Student representation is currently being considered. The school is also developing as part of this system a vertical structure of five groups of student home or form rooms. Students will stay in their groups throughout their time at the school. This

will provide continuity of staff-student relationships to balance any disruptions which may result from the modular approach. Each group will have a representative on the Student Advisory Council.

The Professional Advisory Committee and Staff Development

An important part of making the change is the provision of time for the staff to discuss the concept and the practicalities. Accordingly, the Professional Advisory Committee runs a full-year programme of teacher development to ensure that staff have support for the learning necessary for modular studies. This includes learning to write the descriptions for module learning outcomes.

Support From the Wider Community

From the beginning the school worked very hard to ensure the support and understanding of all groups interested in or affected by the school's approach. The Board of Trustees and the Parent Teacher Association were kept informed step-by-step by the Principal and staff representatives. Employers and other interested groups were kept informed through articles in the local newspaper and through direct contact in such programmes as the Work Exploration programme. There were a number of parents' nights at which details of the philosophy and the practice of the modular approach were presented. At these nights the paths the students could follow according to their interests, learning abilities and plans for the future, were explained. This included explanations of criterion-referenced, achievement-based and competency-based assessment.

The school was very pleased with the unanimous approval and support received. The interest from the wider community has been such that more adults have come into the school because they have been able to do one or two single modules without committing themselves to a whole year's study in a subject which included areas that had no interest or relevance to them.

HOW MODULAR STUDIES WORK

The Students

At the end of the year the students select their modules for the following year (See Appendix 1). They have free choice but receive advice from staff so that they plan a sensible work programme. All these option sheets are then given to the Deans who work out the next year's module programme at the end of the year (See Appendix 2). For example, during the course of 1991 a number of students asked if it would be possible to have extra modules of a different kind. If it was feasible and there were staff prepared to teach them, these were added. During 1991 five further modules were added. If a student became disenchanted with a programme of work or found they were not able to cope with what had been selected, it was possible under the modular system to redesign the student's programme. From the start of the programme the students quickly slotted into the modular system. They found it easy to talk in terms of modules and were very quickly referring to their courses as Module 603 or English 611 or Maths 603. They liked it because they could see an end-point to each section of work that they were doing.

A question often asked is "Do students get upset by the range of teachers that they have?". The answer is "No". The students themselves make the comment that they are not bored, that school is far more pleasant because every six weeks is interesting and meeting new teachers gives them a wider view of the staff as a whole. Further, they do establish a close working-relationship with their form teacher during the year.

For the academic student taking six subjects at Sixth Form Certificate and working towards a Bursary course the following year, the real change has been that within each area they are now focused into a six-week learning block although they still take five modules one after another and complete their year's course as before.

Many students choose not to take six subjects for the entire year but instead take five, making sure they have their Bursary choices covered and using their sixth space to take some Life Skills modules which they think are necessary for the future. This pleases staff because they stress that the modular studies approach is not just for non-academic students. It is an approach for **all** students to meet their different learning styles and speeds, to broaden their learning opportunities, to increase their basic skills and to help them prepare for their future lives.

The modular system allows the school to design a programme for a student who may want to work in one area, perhaps entirely alone, either as an extension or to gain some extra practical experience. For example, Tikipunga High School has students who take a module of work in the cafeteria where they work for four hours a week under the supervision of the woman who runs the cafeteria and who writes their module statements. There are one or two students who have developed their skills

in this area and they have chosen to extend the amount of time that they spend there to eight hours a week. One student is now quite capable of running a cafeteria entirely on her own. She has learned to handle cash, to order stock and handle all the paper work. This student initially started out as a reluctant learner.

Some examples of students' programmes (Appendix 3) illustrate the variety of individual courses possible.

Timetabling

In 1990 the timetabler's initial reaction was that with modular studies she would not be able to do it. She had visions of coming back to school at the start of 1991 and saying to the staff that the timetable could not be done, tha. they were going to have to rethink everything they had planned, and that she would need further time to produce a workable timetable for the year.

This reaction was because in 1990, with half the school on four hour subject areas and the juniors doing three and in some cases two hours for subjects, there was not a lot of staff flexibility - staff were not able to be worked vertically through the timetable. The problem was resolved, however, by having all teaching and learning done in blocks of four hours. The school runs five 1 hour periods over a five-day week. There are six option lines of 4 hours, giving a total of 24 hours a week. The remaining hour is used for form teacher and assembly time.

Some modules, for example Human Biology or the Drive Plan, take two sets of modules so they get a twelve-week course. Most modules can be easily placed throughout the year but some have to be looked at carefully in the light of choices made by the students. At the beginning of each six-week period some students re-select modules.

There are no study periods except at Form 7. If a student takes Bursary subjects, each 4 hours generates 1 hour of study. Some Form 7 students choose not to do study; instead they choose a high interest module. Others also use this time to move down to, for example, the Form 4 level, to pick up skills that have been missed out on in earlier years.

Some modules have twelve to fifteen students; some have fewer. For instance, because there are only seven machines the welding module is limited to that number. This has not meant, as one would suppose, very large classes to compensate; rather, class sizes are balanced because all areas are modularised. As the school follows the basic rule that those who will be affected by a decision should make it, guidelines on staff usage and minimum and maximum class sizes have been worked out each year in a meeting of senior staff and the Branch PPTA committee. This has meant there have been no subsequent problems about module overcrowding or

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undercrowding. Staff generally teach twenty hours a week plus one hour form teacher time. There are no double periods. Further, no option is in the last period of the day more than once, while every effort is made to ensure that every option line has two morning and two afternoon periods.

The school is now at the stage where it is able to do a year long timetable and students are going to be able to "dial" their modules at the beginning of the year. It takes time for this expertise to develop. At the beginning students' interests, staff and community expertise were not known. It took most of 1991 to gather this knowledge, to see the possibility of wider choices, how to extend students with special abilities or assist those requiring extra help, and to fit all of this into a year-long module timetable.

The school stresses the advantages of being able to use the high interest choices of both staff and students and the greater flexibility of the modular timetable. For example, there are six semesters in science but the Fourth Form requires only four, so the remaining science teachers are available to take other high-interest modules or to move to other year-levels to use their expertise to greater advantage. Students who have not been able to complete a module perhaps because of sickness, can be accommodated by the addition of extra modules at a later date. A modular timetable also gives greater flexibility in the use of outside providers and outside agencies with Link funding. At certain times of the year, if necessary, a teacher can be relieved of a class for a six-week module. Two examples were: the timetabler was released from one class to do extra administration work and an English teacher was released to develop a six- week module in literature.

Should a teacher be sick for a period of time the fact that another teacher can move in to take that module is not a "tiding over" or a disadvantage. Heads of Departments and staff now know how to use the timetable to the students' advantage. For example, commerce staff asked for the three typing modules to be placed end-on so that they could prepare for the Pitmans' examination; the physical education department wanted certain modules at certain times because of climate and the availability of outside areas. Timetable requests have always come from some staff but during the first year of modular studies all realised they had to think ahead with regard to timetabling and what they really wanted.

Schools running an eight or a ten day timetable could take a modular approach. There might be difficulties if they have outside providers but one fixed day might resolve some of their difficulties. As well, timeframes different from Tikipunga's could be used but holidays have to be taken into account. Tikipunga considers six weeks is an excellent period of learning time. Ideally, because there is paper work and preparation needed, a two to three-day break between each six-week module is desirable to give time for evaluation, written assessments and to give students guidance and other assistance. The school would be open, but students would not be in modules.

HOW TO DO IT: LEARNING FROM TIKIPUNGA

In the light of their experience, Tikipunga High School recommends the following steps to schools interested in setting up a modular studies programme. This approach is applicable to senior school modular studies only but school-wide modular studies is recommended.

Step One - Calling a General Meeting

Staff and if possible Board of Trustees members and parents and anyone in the community who has an interest in the school should be invited to a general meeting at which the broad principles and advantages for students and staff are described. There should be time for questioning and thinking about possible adaptations for the particular needs of the school. Tikipunga High School recommends that there be a staff meeting first so that they have some initial understanding prior to that meeting.

Step Two - Establishment of a Working Party

Presuming that there is agreement to go ahead with the proposed changes, a working party, agreed upon at the general meeting, should be established. The numbers can vary but Tikipunga High School recommends six to ten people drawn mainly from staff. If there is interest from Board of Trustees' members or somebody else in the community who has the time to give to this working party, they can also be included. The task of the working party is to design a more detailed stage-by-stage working paper for the staff to work through. This paper would include such things as setting up a Student Advisory Council, planning professional advisory support, proposing time for staff members to learn how to draft and assess modules, time for staff members to sit and re-examine their particular curriculum areas and so on. The working party would detail a step-by-step time frame and the broad implications not only for curriculum areas but for staff and students as a whole. Explanations of various forms of assessment (competency-based as opposed to achievement-based for example) could well be included in this working document. When the working party has completed its task the document goes back to the staff.

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Step Three - Decision-making

At this point a whole staff decision should be required, but not necessarily an unanimous one. As long as there are 60% or thereabouts of the staff willing to move into the new approach it can be done because accommodations can be made for staff who need longer to think before becoming involved. If the decision is that only part of senior school is to be modularised, Tikipunga's High School's experience is that at least one subject should be fully modularised through levels five, six and seven for the necessary flexibility. The best subject for this is English. At this step, if it has been agreed at the general meeting (Step One) that the process is to go ahead if the staff so decides, then no further community action is required. However, it is recommended that all who attended the first general meeting should be informed of this and then kept regularly informed of developments and progress as they take place.

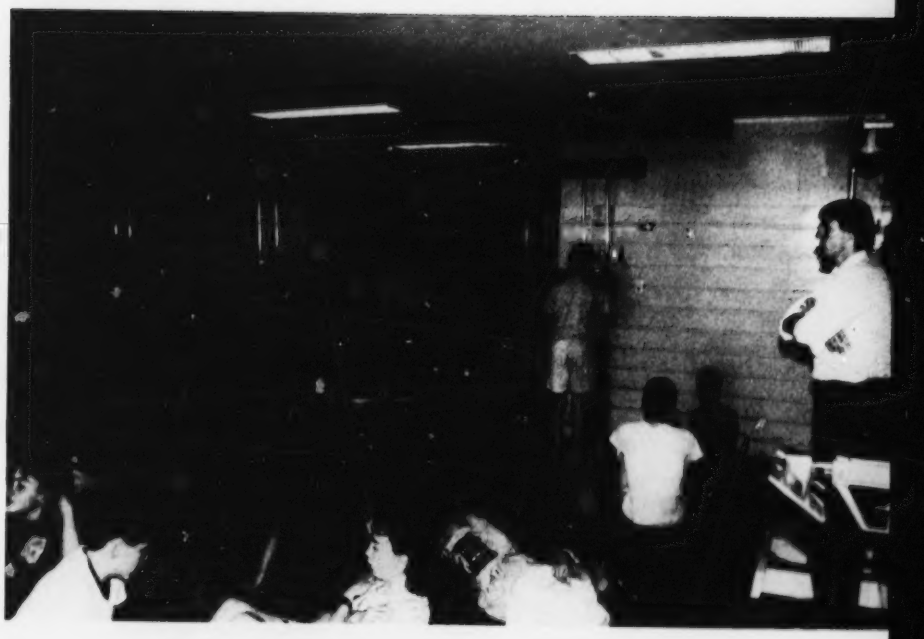
Step Four - Nuts and Bolts

From the whole staff meeting there is established a Nuts and Bolts Committee. The composition of this Committee should include at the very least, a person designated the Co-ordinator of the whole exercise. The task of the Nuts and Bolts Committee is, as it suggests, to work out all the details of the changes. For example: the timetable; the membership; objectives; working processes and timeframe for the Student Advisory Council; the methods for student and staff selection of teaching and learning areas; the necessary sheets and other administrative systems; the usage of computerised students profiling and so on. The Committee needs to have a clear deadline at which time it would also bring its assorted recommendations back to a full staff meeting for review. At this point there is no question of staff changing their original commitment. Rather, the task is one of fine-tuning the recommendations of the Nuts and Bolts Committee. Staff involved in Step Two and Step Four must be given time in which to do this work.

Step Five - Implementation

Step Five is the setting up of various groups of staff to go off to action and to implement one part of the process. For example: one group of staff (all should be self-selected) may decide to go ahead and set up the Student Advisory Council; another group may choose to set up the Professional Advisory Committee; another group would work on assessment and so on. Ideally, the whole process should be spread over a year but it can be

started at the beginning of Term Two and if schools are very keen and there is a strong commitment by staff it could be done in one term.



Step Six - Evaluation

Tikipunga High School recommends that after two lots of six-week modules have been completed there should be a formal evaluation of all aspects of the process. Again this can be done in small committees who bring a report back to a full staff meeting or individual staff members can be invited to look at different aspects and present a written report to a full staff meeting. From the evaluation there will be further refinements and at this stage some aspects may well go back to another working party. Generally, however, at this stage the system will be settling down and while there will inevitably be some hiccups and some unforeseen challenges or difficulties, the broad structures will be in place and will be functioning (See Appendix 4).

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LOOKING TO THE FUTURE

The advantages of the modular studies approach include:

- a re-examination of educational philosophy
- a learner-focused approach
- a system applicable to all students not just those academically-inclined
- a set though flexible timetable, similar to that of universities, from which students will be able to dial up their own courses, juggle clashes of choices over perhaps three or four terms, keep in mind future goals
- shorten the working and learning span for students
- students cease being third formers or fifth formers – instead they will be working in a variety of classes at differing levels, according to their learning, not their chronological age
- clearly stated learning outcomes enabling students to work towards reaching them
- a well-developed system of pre-testing for each module to enable:
  - *i* a student to be credited with a module and so move on to the next level, or do an extension module
  - *ii* a student to take and complete the module
  - *iii* or a student to do a preparatory module to catch up on particular skills.
- informative assessment at the end of the module
- students to leave school with a set of statements which describe, in precise terms, what they have achieved during their time at Tikipunga High School (Some of these statements will be matched by National Certificate as well.)
- changes in disciplines and subject boundaries are possible
- increased teacher awareness, participation and motivation
- staff teaching to their own strengths, e.g. not an English teacher but a teacher of language and drama, not a science teacher but a teacher of ecological studies.

The Tikipunga experience shows the possibilities are endless. This particular school believes that education in New Zealand has an exciting future.

APPENDICES

1 Module Selection

2 Timetabling of Modules

3 Students' Programmes

4 Evaluation Process

Appendix 1

Module Selection

TIKIPUNGA HIGH SCHOOL

Name _____

Form _____

INTENTIONS FOR NEXT YEAR: *(Cross out two)*

Returning
Possibly Returning
Leaving

MODULES I WISH TO TAKE NEXT YEAR:

Year Long	Level*	Six-Week Modules

LEVEL*:

SC	School Certificate
SFC	Sixth Form Certificate
HSC	Higher School
UB	Bursary Examinations

FIRST HALF OF TERM

	Term 1	Term 2	Term 3
1			
2			
3			
4			
5			
6			

OFFICE USE ONLY

SECOND HALF OF TERM

	Term 1	Term 2
1		
2		
3		
4		
5		
6		

Name _____

Form _____

Form Teacher _____

Appendix 2

Timetabling of Modules

TIKIPUNGA HIGH SCHOOL • OPTIONS 1991

Form	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6
Form 7	PHY JAP ARH	ARP CHE FRE COM ECO	ACC BIO FAN	ENG GEO MAO	ENG ARP MAS	HIS MAC
Form 6	ARH JAP GEO CLT BUS	FRE ECO SHO DST MAT	TYP HIS ARP MAT DRA	GRD BIO	CHE ACC BUS MAO SSC	HUD PHY
Form 5	GRD FRE ARP MAT HOM	ARP ACC WTW ENG	CLT MAO JAP WTW SCI ARP HOR	SOS GEO SCI	WTM HIS ENG	TYP MAT
Form 4				A*	B*	C*
				GRD ARP ECO WTM CLT MAO	ARP TYP FRE WTW GRD HOM	ARP HOR TYP JAP MAO WTW
1	ENG 611 PED 611 MOD 008 MOD 605	MFL 602 MOD 608 PED 606	ENG611 MOD 010 MOD 609	ENG 611 MOD 601	PED 611 MOD 605 MOD 606	ENG 611 ENG 601 MOD 011 MOD 010 MOD 609 MOD 012
2	ENG 615 PED 612 MOD 008 MOD 013	MFL 601 PED 611 MOD 607 MOD 609 PED 5	ENG 612 ENG 713	ENG 612 ENG 602 MOD 602 MOD 004	PED 612 MOD 007 MOD 602 MOD 004	ENG 613 MOD 010 MOD 609 MOD 003
3	ENG 612 PED 603 MOD 016 MOD 604 MOD 012 MOD 010	MFL 603 MFL 008 MOD 015 MOD 017	ENG 614 ENG 604 MOD 014	ENG 613 MOD 006 MOD 020 MOD 601	PED 604 MOD 609 MOD 020	ENG 615 MOD 019 MOD 604 MOD 018 MOD 603 MOD 012 PED 607
4	ENG 614 PED 601 MOD 604	MFL 604 PED 604	ENG 615 ENG 616 MOD 010	ENG 615 MOD 006 MOD 609	MOD 008 MOD 012	ENG 614 MOD 604 MFL 602 MOD 011
5	ENG 613 MOD 602 MOD 601	MFL 605 PED 602	ENG 613	ENG 614 PED 601	PED 608 MOD 005	ENG 612 ENG 603 MOD 602 MOD 605 PED 605

*A This option is offered in Semesters 1,2,4,5,6
*B This option is offered in Semesters 1,2,3,5,6
*C This option is offered in Semesters 2,3,4,5,6

Appendix 3

Students' Programmes

CASE HISTORY NUMBER 1; 1990

7TH FORM STUDENT

Subject	Level	Option
Chemistry	HSC	1
Physics	6th Form Cert.	2
Computer Studies	HSC	3
Biology	HSC	4
Geography	HSC	5
Modules		6

Six-week Life Skills Modules:

(1) Motor Vehicle Maintenance

(2) Welding

(3) Community Involvement

(4) Witness

In addition to these Module Certificates this student received Higher School Certificate and two Sixth Form Certificate grades.

CASE HISTORY NUMBER 2; 1990

6TH FORM STUDENT

Subject	Level	Option
Modules		1
English	6th Form Cert.	2
Typewriting	6th Form Cert.	3
Mathematics	6th Form Cert.	4
Business Studies	6th Form Cert.	5
Japanese	6th Form Cert.	6

After Module 1 in Mathematics, this student decided to change to Mathematics for Living and has completed Modules 2-5.

Six-week Life Skills Modules:

(1) Elementary Typing

(2) Word Processing

(3) Independent Living

(4) Computer Studies

(5) Video Studies

CASE HISTORY NUMBER 3; 1990

6TH FORM STUDENT

This student started with a poor attitude lacked good work habits and had experienced little achievement before 1990. She chose to take Art and Social Science for the full year. The rest of her time was to be spent on six-week modules. The following is a list of the modules she had completed by the end of the year.

(1) Elementary Typing

(2) Home Economics (Textiles) (Module 1)

(3) Employment and job seeking

(4) Nga Mahi - A - Ringa

(5) Independent Living

(6) Cafeteria

(7) Word Processing

(8) Decision-Making

(9) Welding

(10) English Module (1)

(11) English Module (2)

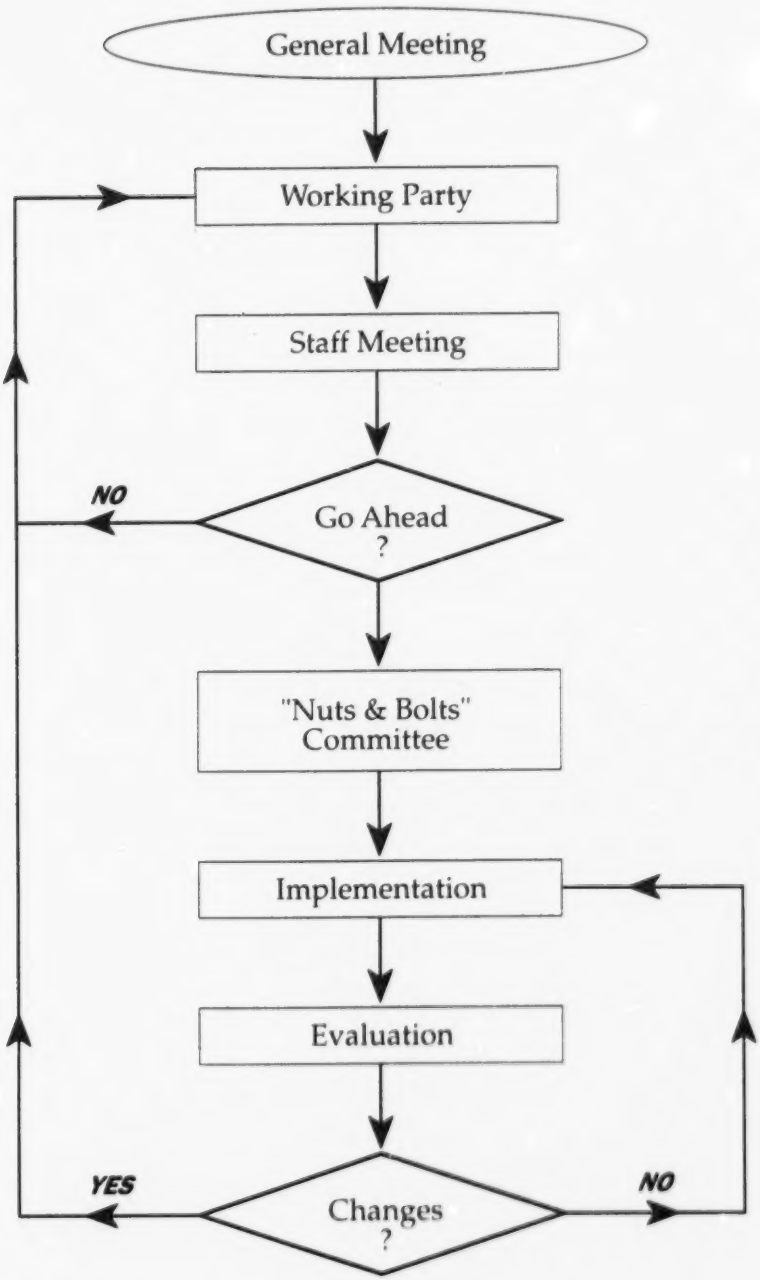
(12) English Module (3)

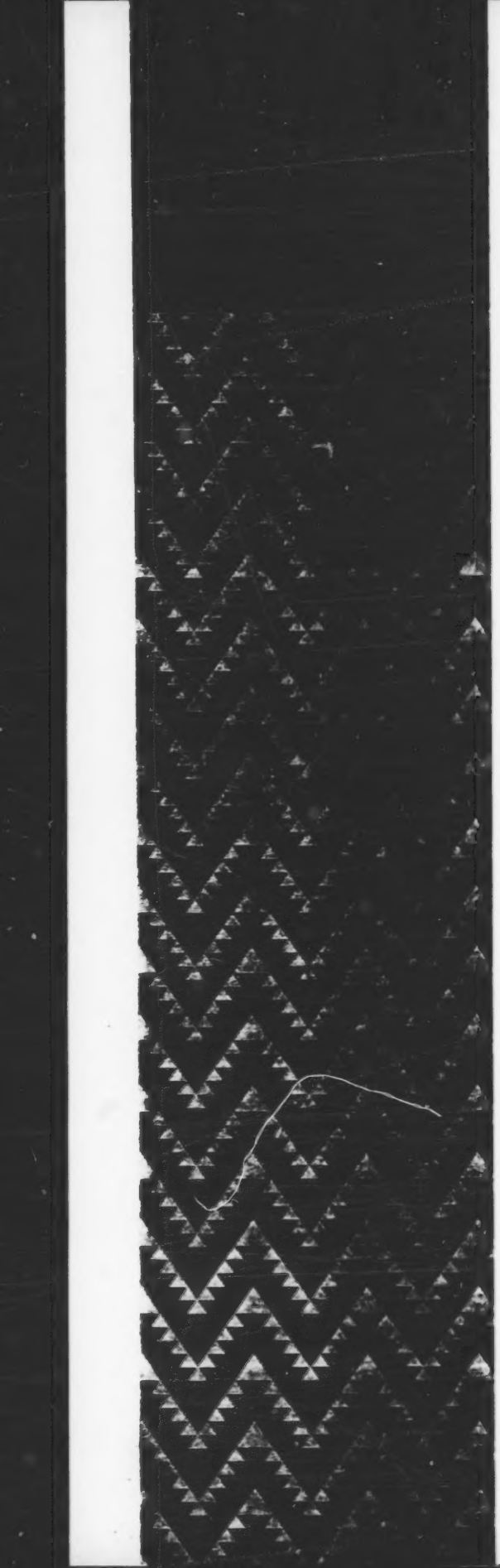
(13) English Module (4)

I am sure her successes in the modules contributed to a pleasing improvement in attitude, attendance and general behaviour. This student is still with us and is presently studying three 7th Form subjects.

Appendix 4

Evaluation Process





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